

SENATE BILL REPORT

SB 5955

As Reported By Senate Committee On:
Early Learning & K-12 Education, February 22, 2007
Ways & Means, March 5, 2007

Title: An Act relating to educator preparation, professional development, and compensation.

Brief Description: Regarding educator preparation, professional development, and compensation.

Sponsors: Senators Tom, McAuliffe, Kauffman, Oemig, Kilmer, Eide, Kohl-Welles and Rasmussen.

Brief History:

Committee Activity: Early Learning & K-12 Education: 2/08/07, 2/22/07 [DPS-WM, DNP, w/oRec].

Ways & Means: 2/26/07, 3/05/07 [DP2S, w/oRec].

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: That Substitute Senate Bill No. 5955 be substituted therefor, and the substitute bill do pass and be referred to Committee on Ways & Means.

Signed by Senators McAuliffe, Chair; Tom, Vice Chair; Eide, Hobbs, Kauffman, Oemig, Rasmussen and Weinstein.

Minority Report: Do not pass.

Signed by Senator Holmquist, Ranking Minority Member.

Minority Report: That it be referred without recommendation.

Signed by Senators Brandland, Clements, Hewitt and Zarelli.

Staff: Susan Mielke (786-7422)

SENATE COMMITTEE ON WAYS & MEANS

Majority Report: That Second Substitute Senate Bill No. 5955 be substituted therefor, and the second substitute bill do pass.

Signed by Senators Prentice, Chair; Fraser, Vice Chair, Capital Budget Chair; Pridemore, Vice Chair, Operating Budget; Brandland, Carrell, Fairley, Hatfield, Hobbs, Honeyford, Keiser, Kohl-Welles, Oemig, Rasmussen, Regala, Roach, Rockefeller and Tom.

Minority Report: That it be referred without recommendation.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Signed by Senators Zarelli, Ranking Minority Member; Parlette and Schoesler.

Staff: Bryon Moore (786-7726)

Background: In 2005, the Legislature created a steering committee (Washington Learns) comprised of legislators, the Governor, and others, and three sector advisory committees on which legislators and others served. The steering and advisory committees were directed to conduct a comprehensive study of early learning, K-12, and higher education; to develop recommendations on how the state can best provide stable funding for early learning, public schools, and public colleges and universities; and to develop recommendations on specified policy issues. The steering committee submitted an interim and a final report with recommendations to the Legislature.

Summary of Bill: The Washington Learns recommendations addressing a state leadership academy, teacher preparation and certification programs, teacher professional development programs, bonuses for teachers, a new pay structure for teachers, and a process for comparing teacher salaries among the global challenge states are implemented.

A public-private partnership is established to develop, pilot, and implement the Washington State Leadership Academy. The partnership will include the Superintendent of Public Instruction (SPI), the Association of Washington School Principals, the Professional Educator Standards Board (PESB), institutions of higher education, nonprofit foundations, the Washington Association of School Administrators, the Educational Service Districts (ESDs), and others the partners choose. The partners must designate an independent organization to act as a fiscal agent and establish a board of directors. The board of directors of the academy must make recommendations for changes in superintendent and principal preparation programs, the administrator licensure system, and continuing education requirements. Initial development of the courses and activities must be supported by private funds. The board of directors must report to SPI semi-annually on financial contributions and annually on services, participants, and plans for future development.

Within specified timelines, the Professional Educator Standards Board (PESB) must complete the following tasks: adopt new math knowledge and skill standards for all individuals seeking an initial teaching certificate; adopt new teacher certification requirements addressing mathematics content for elementary or middle school teachers and high school mathematics teachers; set performance standards and develop a uniform, external professional-level teacher certification assessment; and review and revise teacher preparation program requirements to focus on diversity in cultural knowledge and respect.

SPI and the ESDs must partner to deliver several professional development programs. Professional development services specifically identified by statute or the budget become part of core funding for ESDs. The professional development resources must be used as follows:

- In 2007-08, the focus for fourth and fifth grade mathematics and science teachers, middle school mathematics and science teachers, and high school science teachers will be on basic mathematics knowledge and instructional skills. In 2008-09, the focus will be on implementing the new international mathematics and science standards.
- In 2007-08, the focus for high school mathematics teachers will be on implementing the state mathematics learning modules, the segmented mathematics class and

assessment program, the collection of evidence alternative assessment and basic mathematics knowledge and instructional skills. In 2008-09, the focus will be on implementing the new international mathematics standards.

- During the 2007-09 biennium, one mathematics teacher and one science teacher in each middle and high school will be provided specialized professional development to bring new rigor to the course offerings or to expand applied courses.
- During the 2007-09 biennium, a total of forty teachers from middle and high schools will receive professional development to implement a specialized science technology, engineering, and mathematics curriculum in their school.

SPI must develop a method of determining the number of mathematics and science teachers within each district in order to fund these professional development programs. School districts that receive the funding must report the use of the funds.

The National Board for Professional Teaching Standards (NBPTS) certification bonus is established in statute and is increased to an annual amount of 10 percent of a teacher's base salary for the life of the 10-year certificate. An additional bonus of \$5,000 is available for individuals with NBPTS certification who teach in a high poverty school; and an additional bonus of \$5,000 is available for individuals that hold a middle or high school math or science NBPTS certificate and teach in a high poverty school.

The Office of Financial Management (OFM) is directed to lead a committee to develop recommendations for a comprehensive expertise and incentive pay structure for K-12 staff. The OFM Director is the chair, and other members include four legislators, SPI, PESB, educator associations, and business representatives. Recommendations are due December 15, 2008.

OFM and SPI must review the teacher pay systems in the Global Challenge States and develop a methodology for comparing teacher salaries among the Global Challenge States. OFM must report the findings of the review by January 2008.

EFFECT OF CHANGES MADE BY RECOMMENDED SUBSTITUTE AS PASSED COMMITTEE (Early Learning & K-12 Education): The leadership academy and the duties for the PESB are maintained with no changes.

The structure of the targeted professional development programs is changed so that the professional development will be conducted as learning improvement days. The professional development provided through the learning improvement days in the 2007-09 biennium will be for all teachers, with the focus on mathematics and science, except for middle and high school language arts teachers, who will have a focus on reading knowledge and instructional skills. The focus may be adjusted in subsequent years. The requirement that school districts report on the use of these funds is maintained. The professional development for forty teachers on the specialized science, technology, engineering, and mathematics curriculum is maintained.

The bonus provided to teachers with a NBPTS certification is changed to an annual amount of \$5,000 for the life of the certificate. The \$5,000 amount will increase by inflation in subsequent years. The additional bonus for teachers with NBPTS certification who teach in a

high poverty school is eliminated. The additional bonus for teachers who hold a National Board certification in math or science and teach in a high poverty school is eliminated.

The OFM study of the certificated instructional staff pay structure is eliminated. The review of teacher pay systems in the global challenge states by OFM and OSPI is eliminated.

EFFECT OF CHANGES MADE BY RECOMMENDED SECOND SUBSTITUTE AS PASSED COMMITTEE (Ways & Means): Learning Improvement Days are not part of the Legislature's definition of "basic education." A \$5,000 bonus is added for certificated instructional staff with their National Board certification who are assigned to a school with a student population that has over 70 percent eligible for free or reduced price lunch.

Appropriation: None.

Fiscal Note: Requested on February 7, 2007.

Committee/Commission/Task Force Created: Yes.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony (Early Learning & K-12 Education): PRO: This bill is about putting a quality teacher in the classroom. Leadership academy is a public-private partnership to help our school and district leaders model activities and practices to bring others along with them. Please include the private teacher preparation colleges in this bill. Specific tasks are given to the PESB to develop teachers in math, diversity, cultural knowledge, and respect. A new structure for delivering professional development programs as a statewide system is provided through a partnership between OSPI and the ESDs so that teachers in rural and remote districts have the same opportunity as urban and suburban districts. It is important that this will become part of the core services of the ESDs to sustain this effort. There is time provided for professional development for all math and science teachers but also special provisions for bringing rigor to our schools. Forty teachers will be given hands-on training in project-based curriculum, like Project Lead the Way. A meaningful bonus is provided to teachers who obtain National Board certification and additional resources for those National Board certified teachers who commit to serve in our most struggling schools. We need a new pay structure that recognizes teacher expertise, conditions under which teachers work, and how the state can best support them. This bill will do that and develop a plan for moving from where we are to the new structure and creates a way to compare our salaries with other states. Please include Washington Association of Business Officials in the bill.

OTHER: There are current programs for professional development that don't raise concerns and could be used. The pro-cert assessment must clearly show that the teacher is moving forward in growth. Many tasks are given to the PESB and they need staff to do them. The type of professional development needed for teachers is best determined at the local buildings and districts, not at the state level, although the state should support the professional development. It is good to get the National Board certification in statute but we oppose providing a bonus for the content of just math and science teachers because teaching is collegial and providing a bonus that not all can obtain is divisive. There is a need to look at the bonus in the high needs schools, but need to pay all the employees well in those schools. We also need to look at improving other working conditions within those schools. We

support looking at the pay structure, but need to fully fund the pay structure to attract and retain teachers. We also need to do the same for classified staff. Not all teachers need the same level of math and science. Teaching is broad and one assessment of teaching is a concern. A common rubric may be better. Please include private teacher preparation colleges in the bill.

Persons Testifying (Early Learning & K-12 Education): PRO: Senator Tom, prime sponsor; Judy Hartmann, Governor's Policy Office; Bill Kiem, Dana Anderson, ESD 113; Paul Rosier, Washington Association of School Administrators; Gary Kipp, Association of Washington School Principals; Mitch Denning, Alliance of Education Associations.

OTHER: Lucinda Young, Washington Education Association; Bob Cooper, Washington Association of Colleges for Teacher Education.

Signed In, Unable to Testify & Submitted Written Testimony: PRO: Nasue Nishida, Professional Educator Standards Board.

Staff Summary of Public Testimony (Ways & Means): PRO: This bill, along with the other Washington Learns legislation, is part of a comprehensive plan about putting a quality teacher in the classroom. Leaders are the key to school improvement and the leadership academy will allow the needed professional development opportunities for school administrators. By increasing the National Board bonus, the state will be rewarding the contribution that those teachers have in the classroom. The provisions related to the Professional Educators Standards Board are important. Please include the Washington Association of Business Officials in the bill. Private colleges should be included in various aspects of the bill.

OTHER: The provisions for additional bonuses for math and science are divisive. The professional development outlined in this and other legislation needs to be coordinated. The Legislature should look at possibly restoring some of the Governor's original proposal related to math and science professional development.

Persons Testifying (Ways & Means): PRO: Senator Tom, prime sponsor; Bob Cooper, Washington Association of Colleges for Teacher Education; Mitch Denning, Alliance of Education Associations; Barbara Mertens, Washington Association of School Administrators.

OTHER: Judy Hartmann, Governor's Policy Office; Lucinda Young, Washington Education Association.